

INTERNATIONAL MILITARY TRIBUNAL FOR THE FAR EAST

THE UNITED STATES OF AMERICA, et al.)

- AGAINST -)

ARAKI, SADA0, et al.)

A F F I D A V I T.

I, OGAWA, Keisei, make oath and say as follows:

I am presently a teacher in the middle schools.

I was educated in the schools of Japan and as a student in the Japanese schools and later as a teacher I am familiar with the various subjects taught in Japanese schools from the elementary schools up to and including the universities.

Military training was initiated in the public schools in Japan about 1886, continuing after the Japanese-Chinese War of 1896 to World War I. After World War I there was a liberal trend in the schools, resulting in the fact that little attention was given military training, lectures or teaching. Such liberal trend existed until about 1925 when regular Army officers were assigned to the schools for the purpose of teaching military subjects and giving military lectures and training.

The teaching of subjects of a military nature by the regular Army officers was continued thereafter, and increased shortly before the Manchurian Incident in 1931.

In 1937 a complete reorganization of the school system was started under Marquis KIDO as Minister of Education. This reorganization was furthered by General ARAKI when he became Minister of Education. The result of this reorganization in the school system was that more school time was devoted to military training and teaching of subjects of a military nature, the domination of the military over the school system becoming so apparent after 1937 that the schools were, for all practical purposes, under the full control of the military. Teachers were required to cooperate fully with the program of inculcating into the student minds an ultra-nationalistic and militaristic spirit. Textbooks and materials were altered or changed; becoming of a decided militaristic and ultra-nationalistic nature, the curriculum being so organized as to place primary importance upon military and ultra-nationalistic ideas. Such training and teaching tended to inspire in the students a glorification of war and the idea that future wars were necessary and productive for Japan; that it was the duty, mission and destiny of Japan to be the leading nation in the Great Far East, and as such to control the Great Far East.

Immediately preceding the Manchurian Incident, it was taught to the students in the schools as well as to the Japanese public that it was necessary for Japan to control Manchuria for the following reasons: (1) That Manchuria was the lifeline of Japan; (2) that Japan required the resources of Manchuria; and (3) that Japanese soldiers had fought and died for this purpose in the Japanese-Russian war.

Following the China Incident of 1937 students were taught it was Japan's holy mission to dominate China and force China to cooperate with Japan in furtherance of a program which would result in Japan's controlling the Great Far East.

Early in 1941 students were taught that Japan's failure to control China was due to the assistance given China by the United States and Great Britain; such teaching directing the attention of the Japanese students and the Japanese public to the United States and Great Britain as the principal enemies of Japan,

and by these methods and such teachings inculcated the students and people with the desire for war against the United States and Great Britain.

Middle As an educator in the elementary schools and from my personal knowledge and experience as a student in the various schools of Japan, it is my opinion that the military training, lectures and teachings given to the students in the elementary schools had the effect of creating in the students a militaristic and ultra-nationalistic spirit, a glorification of war, a belief that wars were productive and necessary for the future welfare of Japan, and that the Japanese as a race were superior to all other peoples and had the effect of preparing the students for future wars of aggression.

OGAWA, Keisei

Sworn and subscribed to before the undersigned officer by the above-named OGAWA, Keisei, at the War Ministry Building, Tokyo, Japan, this _____ day of _____, 1946.

C E R T I F I C A T E

I, _____ HEREBY CERTIFY that I am fully conversant with the Japanese and English languages, and that I, this day, read the foregoing Affidavit to the above-named OGAWA, Keisei in Japanese, and in so doing, truly and correctly translated the contents thereof from English into Japanese; and that said OGAWA, Keisei stated to me that the contents of said Affidavit were the truth; and that he was willing to sign said Affidavit under oath; and that said OGAWA, Keisei was duly sworn in my presence and signed said Affidavit under oath in my presence; and that all proceedings incidental to the administration of said oath and the signing of said Affidavit were truly and correctly translated from Japanese into English and English into Japanese and fully understood and comprehended by said Affiant.

Dated this _____ day of _____, 1946, at Tokyo, Japan.
